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Pahuhopu o ka Papa:

He papa kēia e 'imi ana i ka ho'omohala 'ia o ke kuana'ike Hawai'i me kona pili i ka nohona kanaka o kēia wā. E ho'oikaika 'ia ka mohala a'e o ka 'ike kanaka no ka mo'omeheu Hawai'i a me kona mau 'ao'ao loli ma ke kilo 'ana i nā hāpana heluhelu o kēia makahiki. He mea nui ka hiki ke na'auao ma luna o ia mau 'ike ma kona 'ano laulā i mea e kōkua 'ia ai ka holomua 'ana o ka hana o kēia wā ma kona 'ano hāiki.

E pili pū ana me nā 'olelo ma luna pono nei, e kia pono'i 'ia ka ho'oulu 'ia o ka mākau ha'i'olelo ku'una o ke kaila Hawai'i e like me ka mea e mālama 'ia nei ma Nāwahīokalani'ōpu'u nei. Ua ho'oholo 'ia e ke kumu a'o o kēia papa me ke kau o ka mana'olana nui, 'o ka ha'i'olelo ka hua e 'ike 'ia ai ka ulu o ke kuana'ike.

E kō kēia mau pahuhopu ma o nā hana o lalo iho nei:

Seminā Kālailai / Ho'onui Kuana'ike:

E mālama 'ia kēia papa ma ka laulā ma ke 'ano seminā e kālailai 'ia ai nā kumuhana kuana'ike. Ma ia 'ano e loiloi 'ia ai ke 'ano o ke komo piha 'ana o ka haumāna i loko o ka hana. He mea nui loa nō ho'i ka hiki i ka haumāna ke kālailai i kekahi mana'o/kumuhana me ka hiki pū ke ho'opuka mana'o no ia mea. Ma muli o kēlā ka makemake e ho'oikaika nui ma ka 'ao'ao seminā i hiki i ka haumāna ke ho'oma'ama'a i ka ho'omohala no'ono'o.

Mākau kākau/heluhelu:

He papa kālele kākau kēia e 'imi ana i ka ho'oikaika 'ana aku i ka mākau kākau ma ke 'ano laulā ('ike hua'olelo/pilina'olelo). I loko ho'i o ia kālele 'ana, e nānā nui pū 'ia ana ka hiki ke heluhelu piha me ka pololei o ka 'okina/kahakō a piha pono o ka mana'o. He mea mau pū ka hiki i ka haumāna ke ho'opuka mana'o me ka na'auao lawa e pili ana i kekahi kumuhana ma luna o ka 'ike kahua kuana'ike Hawai'i.

Ka Loiloi 'Ana:

40%	Lā'ieikawai (ha'awina/kūkā kālailai)
50%	Ha'i'olelo (pepa/waha)
10%	Kuana'ike Hawai'i

Nā Kaha:

92% - 100%	A (<i>Exceeds Proficiency</i>)
82% - 91%	B (<i>Meets Proficiency, all standards</i>)
72% - 81%	C (<i>Meets Proficiency, majority of standars</i>)
62% - 71%	D (<i>Approaches Proficiency</i>)
61% - 0%	F (<i>Well-below Projeciency</i>)

NO KA 'ŌLELO HAWAI'I:

'Oiai, 'o ka 'Ōlelo HAWAI'I ka 'ōlelo maui o Ke Kula 'o Nāwahīokalani'ōpu'u, no ke Kumu ka ho'oholo hope loa 'ana i ke kaha o ka haumāna ma ke ana 'ana i ko ka haumāna kūpa'a 'ana me ka holomua ma ia 'ao'ao, 'o ka ho'onui 'ike 'ōlelo Hawai'i. E nā haumāna, ua kama'āina ho'i 'oukou i ko 'oukou 'ano me ko 'oukou makemake. E ho'okō i ka wā e ho'okō 'ia ai ka hana. E ho'ohana nō ho'i i kēia mau wā i wā e ho'oikaika ai 'oukou iā 'oukou iho nō. 'A'OLE HO'I E 'AE 'IA KA HA'AWINA LOHI MA KEKAHI 'ANO!

Hawaiian Language Arts, Grade 11 (ACCN# WIH1130): This comprehensive language arts course encourages students to learn to become strategic users of the Hawaiian language and to demonstrate flexibility in thinking and living in the Hawaiian-speaking world. Students will be able to critically evaluate their own language use, based on their interaction with speakers and literature. The content of the course is designed to allow students to think critically for themselves through a native Hawaiian perspective.

Hawaiian Language Arts Standards:

- *WL.IIS.Y3.1.1: Use appropriate vocabulary to exchange opinions and personal perspectives.*
- *WL.IIS.Y3.2.2: Recall information from announcements and messages intended for a wide audience.*
- *WL.IIS.Y3.3.1: Use appropriate language to present creative and informative pieces.*
- *WL.IIS.Y3.3.3: Write creative and informative texts.*
- *WL.IIS.Y3.4.2: Explain patterns of behavior and expressive products typical of the target culture.*

NĀ HONUA MAULI OLA HAWAI'I GUIDELINES FOR CULTURALLY HEALTHY AND RESPONSIVE LEARNING ENVIRONMENT:

1. *Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental/intellectual, social, and spiritual well-being of the learning community that promote healthy maui and mana.*
2. *Maintain practices that perpetuate Hawaiian heritage, traditions, and language to nurture one's maui and perpetuate the success of the whole learning community.*
3. *Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other knowledge systems.*
4. *Instill a desire for lifelong exploration of learning, teaching, leading, and reflecting to pursue standards of quality and excellence.*
5. *Provide safe and supportive places to nurture the physical, mental/intellectual, social, emotional, and spiritual health of the total community.*
6. *Foster understanding that culture and tradition, as constantly evolving systems, are grounded in the knowledge of the past to address the present and future.*
7. *Engage in Hawaiian language opportunities to increase the language proficiency and effective communication skills in a variety of contexts and learning situations.*

8. *Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing, learning, teaching, and leading to sustain cultural knowledge and resources within the learning community.*
9. *Utilize multiple pathways and multiple formats to assess what has been learned and honor the process to nurture the quality of learning within the community.*
10. *Support lifelong aloha for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of Hawai'i.*
11. *Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, pono decision making, and the ability to contribute to one's self and family, and local and global communities.*
12. *Develop an understanding of Hawaiian language, history, culture, and values through an indigenous perspective to foster a sense of self, place, community, and global connection.*
13. *Promote respect for how the Hawaiian culture worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.*
14. *Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements [occurrences] around them to enhance one's ability to maintain a "local" disposition with global understandings.*
15. *Engage in experiences which mālama the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability, and spirituality.*
16. *Cultivate a strong sense of kuleana to one's past, present, and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family, and local and global communities.*